

***FRAMEWORK FOR INITIAL LICENSURE
OF PROFESSIONAL EDUCATORS
IN THE STATE OF INDIANA***

Revised, June 20, 2002

INDIANA PROFESSIONAL STANDARDS BOARD

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PREFACE

The original Charge and the revised Charge given to the Licensure Framework Committee by the Indiana Professional Standards Board (IPSB) required the committee to:

- recommend a Framework for licensing professional educators;
- test the Framework against the IPSB standards for preparation and licensure; and
- test the Framework for real world applicability.

Additional desirable outcomes for the Framework would be to reduce the number of available licenses, and to streamline the licensure process.

This Framework is based on several factors:

- explicit parameters set by the IPSB;
- expert testimony;
- recommendations of advisory groups;
- feedback from IPSB focus groups;
- feedback from the Indiana Association of Colleges for Teacher Education and from institutions of higher education;
- letters from the public; and
- the IPSB-approved standards developed to date

Members of the Licensure Committee have taken their charge seriously and have found the process over the last two years to be extremely rewarding professionally. In considering the suggestions received throughout the dissemination and editing process, the Licensure Committee continuously reflected on what is best for all learners at all levels.

Licensure Committee members would like to express their sincere appreciation to the IPSB and to all of the stakeholders for the privilege of serving the profession by preparing a new Licensure Framework for Indiana educators.

In January of 2001, the Indiana Professional Standards Board formed a Licensure Review Committee. This committee was charged with making recommendations on the unresolved issues listed in the Appendix of the Licensure Framework.

At their June 21, 2001, meeting, the Indiana Professional Standards Board approved a recommendation from the Licensure Review Committee to add an additional eight areas to the Licensure Framework. Program standards approved by the National Council for Accreditation of Teacher Education (NCATE) programs will be adopted for five of the eight areas. Advisory groups will be established to develop standards for the remaining three areas. The use of advisory groups or NCATE program standards will be listed under each new content area.

INTRODUCTION

It is essential to remember that the IPSB teacher education reform project is designed around performance-based standards. A key concept to recall as this Framework is reviewed and implemented: “The Standards Are The Standards,” which means that only those qualified to teach in a particular area will be able to meet the standards.

Of 19 IPSB-approved sets of standards, 15 pertain to content areas and four to developmental levels. On June 21, 2001, the IPSB approved the recommendation of the Licensure Review Committee to adopt NCATE program standards to serve as Indiana standards for Computer Education, Adaptive Physical Education, Technology Education and Gifted and Talented. Advisory groups will be formed to develop standards for Business Education, Journalism, Reading, and the Reading Specialist license.

Content area standards fall into three categories:

- instructional, corresponding to subjects taught in schools, such as math, social studies, science, etc.;
- administrative, such as building level and district administration; and
- school services, such as counselor, nurse, and social worker.

The developmental levels, for licensing purposes, need a P-12 connection and should respect school configurations at the local level, while ensuring that educators will be thoroughly prepared for the developmental levels that they will teach. The four developmental levels correspond to schools as follows:

- **Early Childhood:** based on the IPSB Early Childhood Standards, this developmental level covers teaching in a preschool and/or in the primary grades beginning with kindergarten of an elementary school.
- **Middle Childhood:** based on the IPSB Middle Childhood Standards, this developmental level covers teaching in the intermediate grades of an elementary school.
- **Early Adolescence:** based on the IPSB Early Adolescence Standards, this developmental level covers teaching in schools designated as middle schools or junior high schools.
- **Adolescence/Young Adulthood:** based on the IPSB Adolescence/Young Adulthood Standards, this developmental level covers teaching in high schools.

There will be three professional educator licenses: instructional, school services, and administration. Each would indicate the type of license: Initial Practitioner, Proficient Practitioner, or Accomplished Practitioner. Each would be evidence of demonstrated proficiency in one or more content standards, and one or more developmental level standards. However, instead of listing developmental level(s), the license will state school setting(s) for which the educator is licensed. (Administrative licenses will state “All schools” since all developmental levels are covered in the content standards for administrators.)

There will be five school settings, corresponding to developmental levels as described in the chart below:

- **Preschool (pre-kindergarten)**
- **Elementary/Primary (beginning with kindergarten)**
- **Elementary/Intermediate**
- **Middle School / Junior High**
- **High School**

There are four reasons for using the term “school setting” on the license:

- The age level/range overlaps originally attached to the developmental levels, defined by the National Board for Professional Teaching Standards (NBPTS), were meant for experienced educators. The IPSB definitions reflect initial licensure in Indiana.
- School corporations maintain grade level configurations that logically serve their needs. Therefore, to serve this need, the development level competencies reflected in the school setting designations on the license should be flexible enough to reflect each school corporation’s organizational pattern. Similarly, each school corporation should determine the developmental level(s) an educator in that district should hold based on its local school configuration.
- These definitions allow school districts to make appropriate decisions on staffing based on school configurations.
- Should school configurations change, this idea could be amended and updated through the IPSB plan to keep the educator preparation system current.

The following pages detail the various licensing categories, the school settings and content areas that will appear on the license for an educator licensed in each.

Note that this Framework reflects how a newly issued license will appear. This recommendation does not cover situations that are likely to arise, such as an educator holding a license under the present licensing system (Rules 46-47) who wishes to add a content area or school setting under the new system. These transition questions are yet to be addressed.

FRAMEWORK FOR INITIAL LICENSURE

There are three Indiana Professional Educator Licenses.

- Indiana Professional Educator License: Instructional
- Indiana Professional Educator License: School Services Personnel
- Indiana Professional Educator License: Administrator

All three bear the appropriate signatures, seals, issue and expiration dates, license number, etc., and the type of license: Initial (used herein), Proficient Practitioner, and Accomplished Practitioner.

The licenses reflect the standards for which the educator has demonstrated competence and completion of a degree program. The license lists the school setting(s) and content area(s) for which the educator has demonstrated proficiency.

The content areas reflect those for which Indiana has adopted standards, including administrative and school services areas.

The five school settings correspond to the standards for teachers of the four developmental levels, as shown in the following chart

I. RELATIONSHIP OF SCHOOL SETTINGS, DEVELOPMENTAL LEVELS, AND CORRESPONDING CONTENT AREAS

School Setting that will appear on a license: _____	Developmental Level Standards Required by School Setting: _____	Content Standards Applicable to School Setting _____
PRESCHOOL *	Early Childhood	Generalist Standards for Early Childhood ** or Specific Content (<i>Which will appear on the license as Preschool Generalist or as a specific content area</i>)
ELEMENTARY/ PRIMARY *	Early Childhood	Generalist Standards for Early and Middle Childhood, or Specific Content (<i>Which will appear on the license as either Elementary/Primary Generalist or as a specific content area</i>)
ELEMENTARY/ INTERMEDIATE	Middle Childhood	Generalist Standards for Early and Middle Childhood, or Specific Content (<i>Which will appear on the license as either Elementary: Intermediate Generalist, or as a specific content area</i>)
MIDDLE SCHOOL/ JUNIOR HIGH	Early Adolescence	Early Adolescence Generalist plus two core content areas, or Specific Content (<i>Which will appear on the license as Early Adolescence Generalist with two content areas noted, or as a specific content area</i>)
HIGH SCHOOL	Adolescence/ Young Adulthood	Specific Content (<i>Which will appear on the license as a specific content area</i>)

- * **It is understood that Preschool is Pre-Kindergarten, and that Elementary/Primary begins with Kindergarten.**
- ** **The Comprehensive Standards Document Advisory Group (CSDAG) has identified content standards appropriate to the Preschool school setting.**

II. CONTENT AREA CATEGORIES

There will be three categories of content areas: Instructional, Administrative, and School Services.

A. INSTRUCTIONAL (listed in alphabetical order)

(1) ADAPTIVE PHYSICAL EDUCATION

Content: Based on the Indiana Standards for Teachers of Health Education and Physical Education, the NCATE Program Standards for Initial and Advanced Programs in Physical Education developed by the American Alliance of Health, Physical Education, Recreation and Dance (AAHPERD) in conjunction with the National Association for Sport and Physical Education (NASPE) and approved by NCATE in October 1982 with revisions approved in October 1993 and 1996, and the position paper, Positions on Inclusion and Physical Education developed by the American Association for Active Lifestyles and Fitness (AAALF). In addition, this license will also utilize the position papers, Waterfront Safety and Safety in High School Physical Education Aquatics Programs developed by AAALF. The license will state the following:

Adaptive Physical Education

Comment: This license allows a person to teach Water Safety Instruction. A person holding a Water Safety Instruction license through the American Red Cross or any other nationally recognized water safety organization may also teach Water Safety Instruction without the Adaptive Physical Education license.

(2) BUSINESS

Content: Based on the content Standards for Business Education to be developed in 2001-2002, the license will state the following:

Business Technology Education

Comment: The teacher of Business Education is a non-vocational or non-career and technical education license. Career and Technical (formerly known as Vocational) Business would be a separate license and Career and Technical Education.

Comment: Business Technology Education should not be confused with the Technology Education (license #23) which was formally known as Industrial Technology (Rules 46-47) and Industrial Arts (Bulletin 192, Bulletin 400).

(3) CAREER/TECHNICAL EDUCATION

Content: Based on the content Standards for Teachers of Career Technical Educational (originally titled Standards for Teachers of Vocational Education), the license will state the following:

[specific content area(s), based on national standards]

Comment: This area was initially referred to as Vocational Education, then Vocational/Career Education. The Indiana Association of Area Vocational Directors recommended the name Career/Technical Education.

Comment: The licensure recommendation reflects the standards that have been developed to date and their correlation to national standards in the specialty areas. Examples of the specialty areas for which national standards currently exist include but are not limited to: Agriculture Education, Auto Body, Auto Service, Business/Marketing (vocational), Construction, Family & Consumer Sciences, Health Occupations, and Printing.

Comment: The license requires the completion of an approved teacher preparation program and a Bachelor's Degree and should not be confused with the non-degreed Workplace Specialist license (license #24).

Comment: In addition to the completion of an approved program, the candidate must also verify two (2) years (4,000 clock hours) of successful employment in the specific area listed on the license, or 1,500 clock hours of supervised work in the specific area listed on the license under an approved teacher education program, or a combination equivalent thereto.

(4) COMMUNICATION DISORDERS

Content: Based on the NCATE adopted standard of the American Speech and Hearing Association (ASHA). The license will state the following:

Communication Disorders

Comment: The Communication Disorders will require a Master's Degree in Speech Language Pathology.

Comment: Individuals who have completed a Bachelor's Degree may obtain an emergency permit for Communication Disorders while working toward the Communication Disorders license. The requirements for an emergency permit would be consistent with the requirements for other instructional permits.

(5) COMPUTER EDUCATION

Content: Based on the NCATE Program Standards for Educational Computing and Technology developed by the International Society for Technology In Education (ISTE), and approved by NCATE in October 1996. The license will state the following:

Computer Education

(6) DRIVER AND TRAFFIC SAFETY EDUCATION

Content: Based on the content Standards for Teachers of Driver and Traffic Safety Education, to be developed in 2003, the license will state the following:

Driver and Traffic Safety Education

Comment: This license will be available with a high school setting.

(7) ENGLISH AS A NEW LANGUAGE

Content: Based on the content Standards for Teachers of English as a New Language or on the content Standards for Teachers of Bilingual/Bicultural Education, to be developed in 2002-2003, the license will state the following:

English as a New Language

Bilingual/Bicultural Education

Comment: The teacher of English as a New Language was formerly known as the teacher of English as a second language (ESL).

Comment: The teacher of Bilingual/Bicultural Education must also have English as a New Language stated on the license.

(8) EXCEPTIONAL NEEDS

Content: Based on the content Standards for Teachers of Exceptional Needs, **the license must state Mild Intervention**, and may additionally state one or more of the following:

Intense Intervention

Visually Impaired

Hearing Impaired

Comment: The content standards for Mild and Intense Intervention are based on levels of service needed rather than on discrete categories. All candidates for Exceptional Needs licensure must demonstrate proficiency in the Mild Intervention content standards.

(9) FINE ARTS

Content: Based on the content Standards for Teachers of Fine Arts, the license will state one or more of the following:

Visual Arts

Vocal and General Music

Instrumental and General Music

Theater Arts

Dance

Comment: The standards clearly define each of the fine arts (music, visual arts, theater arts and dance) as a discrete discipline.

(10) FOREIGN LANGUAGE

Content: Based on the content Standards for Teachers of Foreign Language Education, the license will state the following:

[specific language(s)]

(11) GENERALIST: Early Childhood

School Setting: Preschool (pre-kindergarten)

Developmental Level: Early Childhood (Preschool focus)

Content: Based on the generalist standards for Early Childhood (as developed by Comprehensive Standards Document Advisory Group (CSDAG)), the license will state:

Preschool Generalist

Comment: Early Childhood and Middle Childhood teachers need a broad base of knowledge across content areas.

(12) GENERALIST: Early Childhood and Middle Childhood

School Settings: Elementary/Primary (begins with kindergarten), and Elementary/Intermediate.

Developmental Levels: Early Childhood (Elementary/Primary focus) and Middle Childhood

Content: Based on the Generalist Standards for Teachers of Early Childhood and Middle Childhood, the license will state one or more of the following:

Elementary/Primary Generalist

Elementary/Intermediate Generalist

Comment: Early Childhood and Middle Childhood teachers need a broad base of

knowledge across content areas.

(13) GENERALIST: Early Adolescence

School Setting: Middle School/Junior High

Developmental Level: Early Adolescence

Content: Based on the content Standards for Early Adolescence Teachers, the license will state the two content areas met as part of the standards:

Early Adolescence Generalist: [content area 1.]
[content area 2.]

Comment: The Early Adolescence Developmental Level with a notation of Generalist requires two content fields selected from the four core areas: Language Arts, Mathematics, Science, and Social Studies. The holder of the Generalist license will be eligible to teach in each of the two areas included within the holder's program of studies. The two core areas will be noted on the license in brackets ([]). The content of the core areas must fulfill the content standards that are developmentally appropriate for teaching Early Adolescence students.

NOTE: NON-GENERALIST MIDDLE SCHOOL/JUNIOR HIGH LICENSE It will be possible to obtain a license to teach in the middle school setting with a single content areas, both core and non-core, but not as an Early Adolescence Generalist. Any of the content areas could be matched with a school setting of middle school, or with multiple school settings as a non-generalist.

(14) GIFTED AND TALENTED EDUCATION

Content: Based on the gifts and talents section of the NCATE program standards, Programs for Initial and Advanced Preparation for Teachers of Special Education, developed by the Council for Exceptional Children and adopted by NCATE in October 1984, with the revision adopted in October 1996. The license will state the following:

Gifted and Talented Education

(15) HEALTH/PHYSICAL EDUCATION

Content: Based on the content Standards for Teachers of Health/Physical Education, the license will state one or both of the following:

Health

Physical Education

Comment: The standards clearly define health and physical education as discrete disciplines.

(16) JOURNALISM

Content: Based on the content Standards for Teachers of Journalism, to be developed in 2001-2002, the license will state the following:

Journalism

Comment: This license is required to teach beginning or advanced journalism courses, newspaper, yearbook, or any student publications course, regardless of title.

(17) LANGUAGE ARTS

Content: Based on the content Standards for Teachers of Language Arts, the license will state:

Language Arts

Comment: The standards are comprehensive. They encompass reading, writing, speaking, listening, viewing and enactment.

(18) LIBRARY/MEDIA

Content: Based on the content Standards for Teachers of Library/Media, the license will state:

Library/Media

(19) MATHEMATICS

Content: Based on the content Standards for Teachers of Mathematics, the license will state:

Mathematics

(20) READING

Content: Based on the content Standards for Teachers of Reading, to be developed in 2001-2002, the license will state the following:

Reading

(21) READING SPECIALIST

Content: Based on the content Standards for Teachers of Reading, to be developed in 2001-2002, the license will state the following:

Reading Specialist

Comment: To obtain the Reading Specialist license, one must have a proficient practitioner license with reading listed as a content area.

Comment: The Reading Specialist will require a Master's Degree in Reading

Comment: The Reading Specialist must have all school settings on the license.

(22) SCIENCE

Content: Based on the content Standards for Teachers of Science, the license will state one or more of the following:

Life Sciences

Physical Science

Physics

Chemistry

Earth/Space Sciences

Comment: The standards clearly define life and earth/space sciences as discrete areas and will be reviewed to clearly define physics and chemistry.

(23) SOCIAL STUDIES

Content: Based on the content Standards for Teachers of Social Studies, the license will state **three** or more of the following for the High School setting:

Economics

Geographical Perspectives

Government and Citizenship

Historical Perspectives

Psychology

Sociology

Content: Based on the content Standards for Teachers of Social Studies, the license will state **one** or more of the following for the Middle School/Junior High non-generalist school setting:

Economics

Geographical Perspectives

Government and Citizenship

Historical Perspectives

Psychology

Sociology

Comment: For the high school setting, the standards are comprehensive. They encompass civic ideals, current events, economics, geographical perspectives, government and citizenship, historical perspectives, psychology, sociology, and world cultures. Candidates for a Social Studies license with a High School setting must complete preparation in each of these nine strands within the standards, with concentrated preparation in at least three content areas selected from the following: economics, geographical perspectives, historical perspectives, government and citizenship, psychology, and sociology. Candidates will be licensed to teach in each area of concentration. Civic ideals and practices, current events, and world cultures are an integral part of each content area.

Comment: For the middle school/junior high school setting, the standards are comprehensive. They encompass civic ideals, current events, economics, geographical perspectives, government and citizenship, historical perspectives, psychology, sociology, and world cultures. Candidates for a Social Studies license with a Middle School/Junior High school setting must complete preparation in each of these nine strands within the standards, with concentrated preparation in at least one content area selected from the following: economics, geographical perspectives, historical perspectives, government and citizenship, psychology, and sociology. Candidates will be licensed to teach in all areas of social studies at the Middle School/Junior High setting.

(24) TECHNOLOGY EDUCATION

Content: Based on the NCATE Program Standards for Initial Preparation of Teachers of Technology Education, prepared by the International Association of Technology Education Association and the Council on Technology Teacher Education (ITEA/CTTE), and adopted by NCATE in April 1987 and updated in October 1997. The license will state the following:

Technology Education

Comment: The teacher of Technology Education was formerly known as the teacher of Industrial Technology (under Rules 46-47) and Industrial Arts (under Bulletin 400).

(25) WORKPLACE SPECIALIST

Content: This license is based upon occupational experience in the specific area of

request. The holder of this license must be employed in an approved career and technical education teaching position. No degree is required. The holder is issued a Workplace Specialist I for one year. Upon completion of the requirements, the holder is issued a Workplace Specialist II, which is valid for five years and can be renewed continuously based upon completion of the continuing education requirements. There are no teaching standards specific to this license.

[specific content area(s), based on approved career and technical education course titles approved by the Indiana Department of Education.]

Comment: This license was referred to as the Occupational Specialist license under Rules 46-47.

Comment: Examples of the approved career and technical education areas that currently exist include but are not limited to: Building Trades, Automotive Mechanics, Welding and Cutting, Cosmetology, Machine Shop, Body and Fender Repair (Collision Technology), Heating and Air Conditioning, Law Enforcement Training, Small Engine Repair, Computer Repair, Architectural Drafting, Mechanical Drafting, Radio/TV Broadcasting/Telecommunications, Health Careers, First Responder, Child Care Services and Management, Food Industry Operations, Computer Operations and Programming

B. ADMINISTRATIVE

There are two types of administrative license: District Administrator and Building Level Administrator. For each, the license will state “All Schools” under school setting, because the standards ensure that administrators will be well versed in curriculum, pedagogy, and student characteristics of all developmental levels. A minimum qualifying degree for all administrative licenses is a master’s degree. The license for superintendent requires the minimum of an educational specialist degree.

(1) DISTRICT ADMINISTRATOR

School Setting: All Schools

Content: Based on the draft content Standards for District Administrators, the license will state one or more of the following:

Superintendent

Director of Exceptional Needs

Director of Career/Technical Education

Director of Curriculum and Instruction

Comment: The standards ensure that administrators will be well versed in the curriculum, pedagogy, and student characteristics of all of the developmental levels. Upon enrolling in a preparation program for district administrator, all candidates would

have to hold the minimum of a Proficient Practitioner License. Further, an exceptional needs director candidate would have to hold a license in exceptional needs and a career/technical education director candidate would have to hold a license in career/technical education. It is understood the term “superintendent” encompasses associate superintendent, assistant superintendent, and deputy superintendent and requires at least a specialist’s degree. Note that positions of personnel director, business manager, school services director, and facilities and grounds director are not addressed here. These areas do not require a Professional Educator License for employment.

Comment: The Superintendent licensure applies to all, regardless of title (associate, assistant, deputy), who have the role/responsibilities for direct supervision and/or primary evaluation of other licensed personnel.

Comment: The Director of Exceptional Needs licensure applies to all, regardless of title (associate, assistant, deputy), who have the role/responsibilities for direct supervision and/or primary evaluation of other licensed personnel.

Comment: The Director of Career and Technical Education licensure applies to all, regardless of title (associate, assistant, deputy), who have the role/responsibilities for direct supervision and/or primary evaluation of other licensed personnel.

Comment: The Director of Curriculum and Instruction licensure applies to all, regardless of title (associate, assistant, deputy), who have the role/responsibilities for direct supervision and/or primary evaluation of other licensed personnel.

(2) BUILDING LEVEL ADMINISTRATOR

School Setting: All schools

Content: Based on the content Standards for Building Level Administrators, the license will state:

Building Level Administrator

Comment: The standards ensure that administrators will be well versed in the curriculum, pedagogy, and student characteristics of the developmental level or levels for the school in which they serve.

Comment: Upon enrolling in a preparation program for building level administrator, all candidates would have to hold the minimum of a Proficient Practitioner License

Comment: The Building Administrator licensure applies to all, regardless of title (e.g., assistant to, assistant, deputy), who have the role/responsibility for direct supervision and/or primary evaluation of other licensed personnel.

C. SCHOOL SERVICES

Currently, there are three types of school services license: School Counselor, School Nurse, and School Psychologist. For the School Nurse and School Psychologist, the license will state “All Schools” under school setting, because the standards ensure that the school psychologist will be well versed in curriculum, pedagogy, and student characteristics of all developmental levels. This has not yet been determined for the school counselor. A minimum qualifying degree for the School Counselor and School Psychologist license is a master’s degree. A minimum qualifying degree for the School

Nurse license is a bachelor's degree in nursing with a Registered Nurses (RN) license from the Indiana Health Professions Bureau. It is anticipated that the school social worker may be added at a later date.

(1) SCHOOL COUNSELOR

Content: Based on the content Standards for the School Services Professional with addendum A, Standards for the School Counseling Professional. Addendum A will be completed in the fall of 2001. The license will state the following:

School Counselor

Comment: It has not yet been determined whether separate school settings will be established or whether all school settings will be placed on the license.

Comment: It has not yet been determined whether an instructional license will be required as a pre-requisite to the school counselor license.

(2) SCHOOL PSYCHOLOGIST

School Setting: All Schools

Content: Based on the content Standards for the School Services Professional with addendum B, Standards for the School Psychologist Professional. Addendum B will be completed in 2001-2002. The license will state the following:

School Psychologist

(3) SCHOOL NURSE

School Setting: All Schools

Content: Based on the content standards for the School Services Professional and the *Scope and Standards of Professional School Nursing Practice*, developed by the National Association of School Nurses and the American Nurses Association.

Comment: The license for School Nurse will require a Bachelor's Degree in Nursing and a Registered Nurse's (RN) license from the Indiana Health Professions Bureau.

Comment: The license for school nurses is a required license for a school health services coordinator.

DEFINITIONS

PROFESSIONAL EDUCATOR LICENSE

The Professional Educator License is the document issued by the Indiana Professional

Standards Board that grants permission for an individual to enter the education profession in Indiana. This professional educator license affirms that the candidate has completed a bachelor's degree or higher (Occupational Specialist(s) are exempt from meeting the bachelor's degree) and has met the INTASC standards and the Indiana standards for the school setting(s) and content area(s) pertinent to the areas listed on the license.

PERMIT

A permit is a limited-duration, non-renewable document issued by the IPSB that allows an individual to do particular work. As a prerequisite, the individual must have completed course work or a degree program or possess occupational experiences. The permit recognizes that the individual is committed to becoming licensed or certified. A permit holder will be assigned a licensed teacher as a mentor. Note that the permit is not a license.